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ABSTRACT

This guide is intended for use in an eight-session course designed to develop the presentation skills required of persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: identify the traits of good and bad speakers; research and organize information; define objectives; identify different audiences and situations; identify purpose; write a presentation draft (introduction, support, conclusion); condense a draft and transfer it to notecards; use strategies to reduce presentation stress; make prepared and coherent impromptu presentations; and give and receive constructive feedback. Included in the guide are a course outline and eight sections of materials for use in conducting each of the course's sessions. Each section contains some or all of the following: objectives, topical outline, suggested teaching and evaluation methods, list of required materials, student handouts, teacher tips, and learning activities/worksheets. (MN)

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TRENTON • NEW JERSEY

Presentation Skills

Presentation Skills

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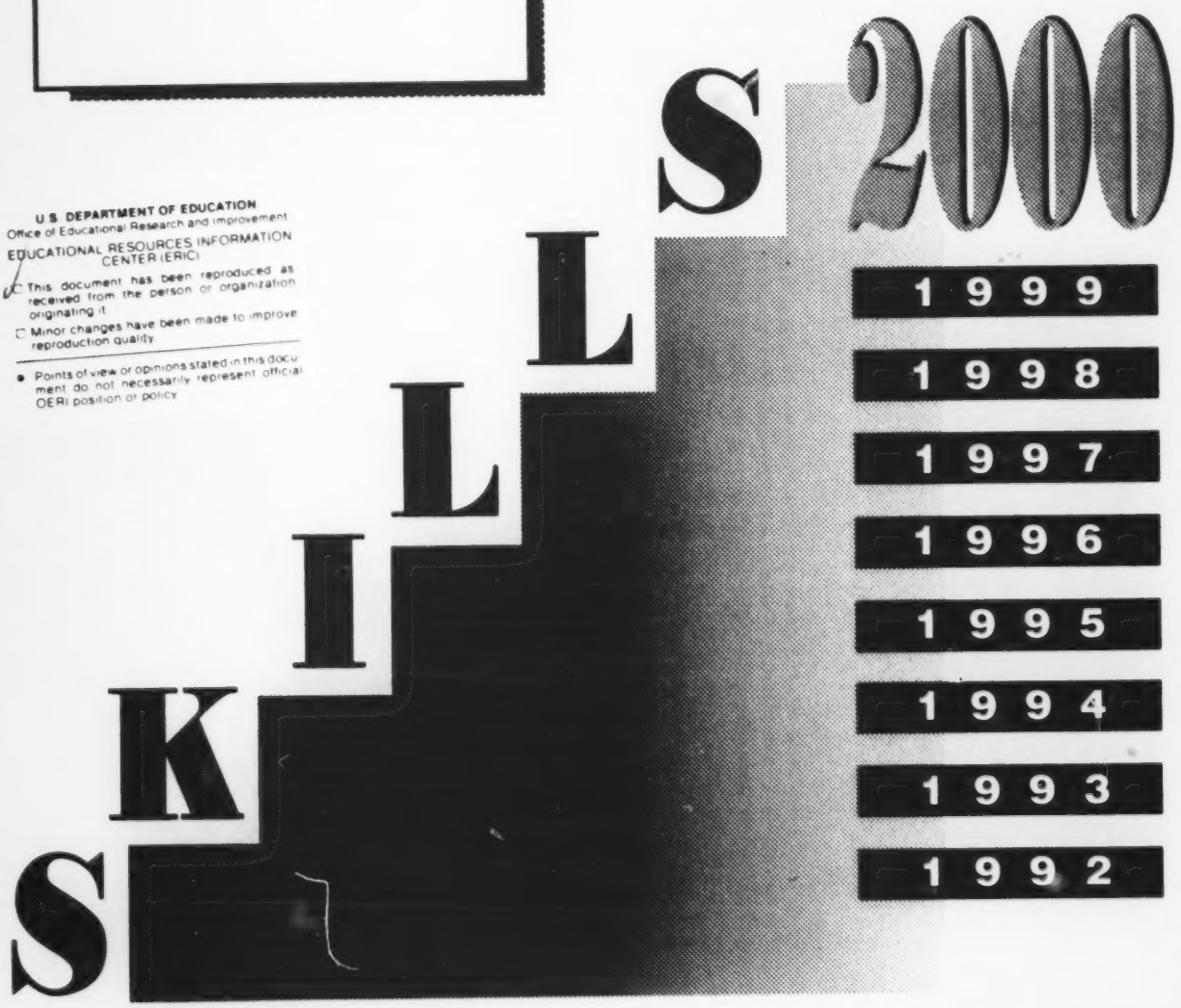

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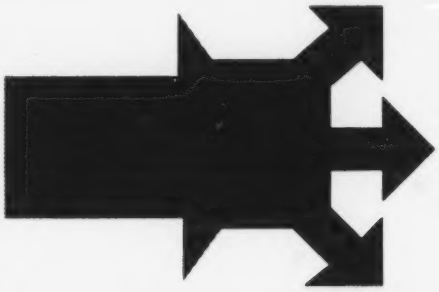
Presentation Skills



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1994

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PRESENTATION SKILLS

COURSE OUTLINE:

We need to be able to put forward our ideas clearly and persuasively. This course takes students through the process of presenting ideas, from preparing themselves and their materials to standing up and speaking in front of an audience.

OBJECTIVES:

Upon completion of this course, students will be able to:

- identify the traits of good and bad speakers
- brainstorm to select an appropriate topic
- research information
- organize information
- define objectives
- identify different audiences and situations
- identify purpose
- write presentation draft (introduction, support, conclusion)
- condense draft and transfer to notecards
- use strategies to relieve presentation stress
- practice presentation
- present
- give brief coherent impromptu presentations
- give and receive constructive feedback

METHODS:

- guided group discussions
- individual reading and writing
- constant use of video camera

OTHER:

This is a four week course, with two 2-hour sessions per week. The course was team taught by two full time staff members and one part time counselor. This method was particularly effective during the students' preparation stages where more individual attention was necessary.

PRESENTATION SKILLS ◆ SESSION 1

OBJECTIVES:

In order to plan a topic on which to speak, at the end of this session students will be able to do the following:

- discuss issue with a colleague and observe body language
- identify the traits of good and bad speakers
- brainstorm to select an appropriate topic
- make a preliminary plan

TOPICS:

- body language and speaking habits
- characteristics of good and bad speakers
- brainstorming
- preliminary planning

METHODS:

- working in pairs and small groups
- discussion
- speaking in front of class
- videotaping
- brainstorming

EVALUATION:

- videotape critiques

MATERIALS:

- videotapes for each student
- handouts

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TEACHER TIPS ◆ SESSION 1

- **Student registration**
- **Student introductions**
- **Students' expectations of the course**
- **Course overview**

  1. Explain what the presentation entails (time, background work, etc.)
  2. Explain course activities such as choosing a topic, researching information, writing the presentation and transferring it onto notecards and practicing with the materials.
  3. Explain the mental preparation: relaxation, getting organized, relieving presentation anxiety and stress, maintaining a positive image of oneself.

- **Course Dynamics**

  1. Explain the use of the videocamera as an educational tool during the course
  2. Give each student a videotape – these tapes will become the students' portfolios for the course, as they will be used to tape the students' presentations throughout the course.

- **Communication Overview Handout** – be sure to note how this visual encompasses all forms of communication (verbal and written). Use examples to show how the *topic* can remain the same, but the *purpose* and *audience* can change to give a different style of presentation.

- **Brainstorming** – Brainstorming handout showing that brainstorming can be either linear or pictorial. Suggest that students try the pictorial one as this encompasses both the creative and organizational aspects of arriving at a topic.

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TEACHER TIPS ◆ SESSION 1

- **Good and Bad Speakers** – ask the students to brainstorm about what they think are the characteristics of good and bad speakers. Make two lists to be referred to again in session #5.

- **Pair Work** – Break class into pairs for discussions about anything. After a few minutes, stop them and ask about what gestures and body language they and their partners used. Resume discussion, but without gestures. Then discuss what the effects are.

- **Topic List** – before the course, teachers should generate a supply of workplace materials and a list of topics. The materials can be directly from the company or related to consumer interests.

- **Choosing a Topic** – handout.

- **Joke** – ask students to come to the next class prepared to tell a joke.

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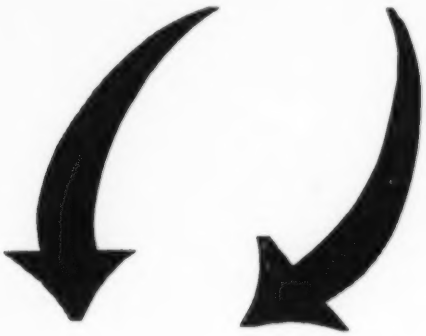
LINES OF COMMUNICATION



Speaker	**Presentation**	**Audience**
What purpose?	Topic?	Who?
What knowledge?	Format?	What knowledge?
What interest?	What purpose?	What interest?
What tone?	What effect?	What purpose?
Which gestures?		Who else?

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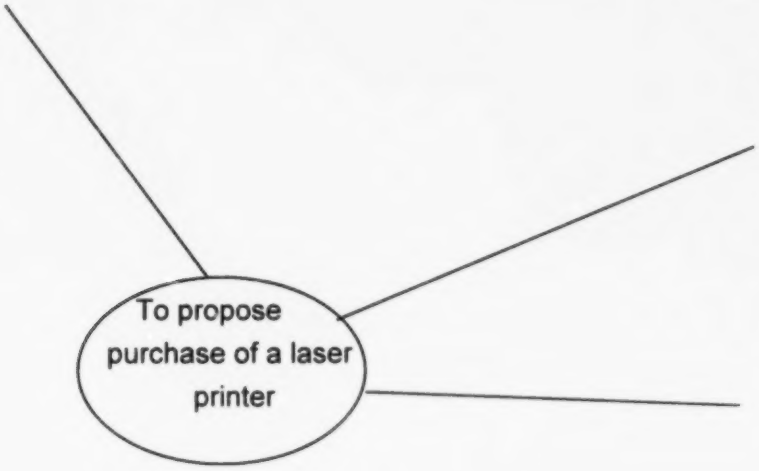
INSERT BRAINSTORMING!



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PRESENTATION TOPICS

- **Company Structure**
- **Company Procedures**
- **Personnel Procedures**
- **Health and Safety**
- **Workplace Education**
- **Company Education**
- **Company Publications**
- **Client Publications**
- **Consumer Guide to NJ Law**

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PRESENTATION TOPICS

- **Workplace Education**
- **Consumer Guide to NJ Law**
- **Union and Management Agreement**
- **Company Policy and Procedure**
- **Health and Safety**
- **Teams / JIT**
- **Benefits / Pay Plan**
- **New Employee Guidelines**
- **EEOP / Sexual Harassment**
- **History of the company**

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CHOOSING A TOPIC

? ? ? ? ?

What general area am I interested in?

General Area: _____

What *specific aspect* of that topic am I interested in?

_____

Why am I interested? _____

_____

More questions to help you narrow down your topic:

Who? Who is involved? Whom does the topic concern?

_____

_____

Where? Where does the topic occur? Specific area?

_____

When? At what time does the topic occur? How long? How often?

_____

_____

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HOOSING A TOPIC

How? How does the topic affect you/others?

Consequences? How does the topic influence/cause action?

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PRESENTATION SKILLS ◆ SESSION 2

OBJECTIVES:

In order to research information to prepare cohesive presentations, at the end of this session students will be able to do the following:

- research information – key word search, indexes
- interview to get information – interviews
- organize information – main ideas and supporting details
- define objectives
- identify different audiences and situation

TOPICS:

- interviewing techniques
- skimming and scanning to retrieve information
- taking notes from research material
- organizing notes

METHODS:

- discussion
- working in pairs and small groups
- speaking in front of class (jokes)
- videotaping

EVALUATION:

- videotape critiques
- self-evaluation with checklists

MATERIALS:

- videotapes
- handouts

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TEACHER TIPS ◆ SESSION 2

- Begin the session with the **jokes**. Each student will be videotaped on his/her tape. This is an important part of the course for the students enjoy it and it makes their first video experience a relaxed and comfortable one. Review the videotapes at the start of session #3.

The purpose of this session is to get students onto a topic and into the *research material.*

- **Reading for Information** – handout
  Review worksheet and use examples to show that the techniques are applicable and appropriate for a variety of reading endeavors. For example, ask students how they would go about finding the results of a baseball game, the weather report, and the currency rate for the UK. Encourage them to apply these techniques to their research reading.

- **Basic Reading Formula Sheet** – handout
  If appropriate to the class, review the worksheet making sure that students understand the difference between the elements.

- **Taking Notes** – handout
  Students must take notes in order to gather information for their presentations.

- **Preliminary Plan Worksheet** – handout
  It's important for students to begin to focus on their topic, what they want to say about it, the purpose, and the audience. Encourage students to fill this out.

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READING FOR INFORMATION

- Define your **purpose** for reading
- **Preview** passage to be read to organize your thinking around the topic
- **Skim** the text quickly for general information and main ideas.
- Look for **clues** – look at headings, sub-headings, anything bolded , in italics or underlined, pictures, charts, graphs
- Read first and last paragraphs and first sentences from other paragraphs
- Write **questions** from headings, sub-headings etc.
- Read the article carefully, underlining **key words and phrases**
- Answer your questions in your own words
- **Evaluate** your interpretation. Have you understood what you have read? Can you achieve your purpose? If not, have you misinterpreted the information?

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TAKING NOTES

When you take notes from reading materials, keep these tips in mind:

- ◊ **Do not** copy down whole paragraphs or pages!
- ◊ Focus on the main idea of the material
- ◊ Collect support for your main ideas
- ◊ Don't worry about writing complete sentences
- ◊ Focus on key words and phrases
- ◊ Keep in mind the purpose for taking that particular note – if there is no purpose, then you will copy endlessly and end up with a wealth of information, none of which will be helpful to you in making your final presentation.
- ◊ Keep track of where the information comes from
- ◊ If you use quotations, be sure to record the source

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THE BASIC READING FORMULA STUDY SHEET

SUBJECT

Question: What is the article mostly about?
Explanation: The subject is what the article is mainly about. The author wrote the article to talk about the subject. It's the topic the author wants to make a point about.

MAIN IDEA

Question: What point does the author make about the subject?
Explanation: The main idea is the main point the author is trying to make about the subject. It's the thing he wants you to remember. The main idea is a statement made by the author that he goes on to prove.

SUPPORTING DETAILS

Question: What examples does the author give to prove the main idea?
Explanation: The supporting details are the examples and details the author uses to prove his main idea. They tell us why the author makes the main idea statement.

ACTION

Question: What action does the author want taken?
Explanation: This is the thing the author feels the reader or someone should do. It's the action he is trying to persuade people to take.

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PRELIMINARY PLAN WORKSHEET

Topic of presentation: _____

_____

Length of presentation: _____

Who requested that the presentation be made? _____

_____

Purpose of presentation:

1. _____

_____

2. _____

_____

3. _____

_____

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AUDIENCE ANALYSIS

A. Audience Identity:

Who? _____

Relationship to me? _____

Knowledge about topic? _____

Interest in topic _____

Additional background information: _____

_____

Probable questions: _____

_____

_____

B. Probable Attitude and Personality

Attitude towards topic: _____

Possible objections: _____

_____

Attitude towards me: _____

Organizational Climate: _____

Probable reaction: _____

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AUDIENCE ANALYSIS

C. Expectations

Intended effect: _____

Which tone to pitch? _____

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MAIN IDEAS OR CONCEPTS

What *main ideas* or *concepts* must the audience understand and remember if you are to achieve your purpose?

1. _____

_____

2. _____

_____

3. _____

_____

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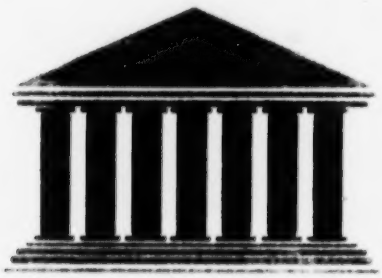
FACTS



What *factual information* do you need to support your main ideas?

Idea 1: _____

_____

Idea 2: _____

_____

Idea 3: _____

_____

Idea 4: _____

_____

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PRESENTATION SKILLS ◆ SESSION 3

OBJECTIVES:

In order to give cohesive presentations, at the end of this session students will be able to do the following:

- plan presentation
- organize researched information
- identify main ideas and supporting details
- identify objectives
- freewrite to prepare second draft
- use attention-getting tactics for introduction

TOPICS:

- planning and organizing
- main ideas and supporting details
- freewriting
- editing for a second draft
- introduction, support, and conclusion

METHODS:

- independent work on presentations
- writing
- speaking in front of the class

EVALUATION:

- self-evaluation of first draft
- teacher input into first draft
- videotape critiques
- checklist completion

MATERIALS:

- worksheets
- individual research materials

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TEACHER TIPS ◆ SESSION 3

- **Review videotapes** from session #2 (jokes).
  Have students evaluate their own performances, looking for aspects of their presentations that link back to the lists of good/bad speakers.

- **Guidelines for Organizing Materials** – handout
  When students have completed their research, they are ready to write out their presentations. Take them through the worksheets and suggest they use one or a combination of the approaches to organize their materials. Give examples to make these clear.

- **Transitions** – handout
  Explain the purpose of transitions when we write and speak. Give concrete examples.

- **Freewriting**
  When the students feel comfortable with the organization of their presentation, they can begin to freewrite. This is an opportunity for the teacher to spend time with students individually to make sure that they are focused, organized, and in control of what they are doing.

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GUIDELINES FOR ORGANIZING MATERIALS

INTRODUCTION

There are three purposes to the introduction:

a) selling the audience on listening to your presentation

b) introducing the subject matter to the audience

c) establishing your personal credibility as a speaker and regarding the subject matter

Suggested Approaches for the Introduction

1. Open with a direct statement of the subject and why it is important.
2. Link the subject to something that you know is of interest or concern to the audience.
3. Give an example or comparison leading directly to the subject.
4. Use a strong quotation or give important statistics about the subject.
5. Tell a story related to the subject.

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GUIDELINES FOR ORGANIZING MATERIALS

BODY

Once you have given the introduction, the body of your presentation must develop the main ideas that you have laid out in your preliminary plan. In essence, you must fulfill the commitment that you have made to your audience. You must try to make them believe that the subject is as important to them as it is to you.

You can use several techniques:

a) statistics

b) examples

c) comparisons and contrasts

d) narratives or testimonies

e) argument (pros and cons)

f) process analysis

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GUIDELINES FOR ORGANIZING MATERIALS

CONCLUSION

Remember that your ending is what the audience takes away with them. Therefore it is critical. A good conclusion provides a summary of the main ideas, a review of the purpose of the presentation, and an appeal for audience action.

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TRANSITIONS

Transitions are words or phrases that show the relationship between one statement and another. They make your speaking more coherent and easy to listen to.

TO EXPLAIN:	for instance, for example, to illustrate, also, that is, too, namely, besides, such as
TO COMPARE:	similarly, by comparison, likewise
TO CONTRAST:	however, nevertheless, yet, but, on the other hand, on the contrary, still, although, otherwise, in contrast, in spite of, instead, despite
TO ADD:	in addition, furthermore, similarly, besides, moreover, a second ....., another ....., again, also
TO SHOW REPETITION:	in other words, as I have said, that is, as has been stated
TO SHOW ORDER:	first, second, third, finally, in conclusion, last
TO SHOW RESULT:	therefore, as a result, consequently, for this reason, accordingly, in conclusion, thus, because, so hence
TO EMPHASIZE:	in fact, indeed, in any event, naturally
TO CONCEDE A POINT:	fortunately, of course, in fact, naturally

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PRESENTATION SKILLS ◆ SESSION 4

OBJECTIVES:

In order to prepare themselves for presentations, at the end of this class students will be able to do the following:

- use strategies to relieve stress
- plan impromptu presentations using PREP strategies
- give a brief impromptu presentation
- complete the written part of the presentation

TOPICS:

- stress relievers
- PREP strategy

METHODS:

- discussion
- individual writing work
- completing worksheets
- speaking in front of class

EVALUATION:

- successful completion of worksheets
- self-evaluation of impromptu presentations

MATERIALS:

- research materials
- worksheets
- videotapes

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TEACHER TIPS ◆ SESSION 4

- Discussion – Why are people nervous speaking in front of a group? What are their symptoms? (e.g. dry mouth, sweaty palms, red splotches)
- **Stress Relievers** – handouts and physical exercises. Take the class through the handouts and physical exercises.
- **PREP** – handout and small presentation to be **videotaped.**
  Explain to the students that this formula is useful not only as preparation for their longer presentations, but also for on the spot situations where they are asked to speak at work, to give their opinion, or to express an idea.
- **Self-evaluation of PREP talks** – before watching the videos, students complete the **Anxiety Check-up worksheet** and talk about how they felt while giving their PREP talks.
- **Watch PREP videos** and re-evaluate performances.
- Students continue **writing** their presentations.

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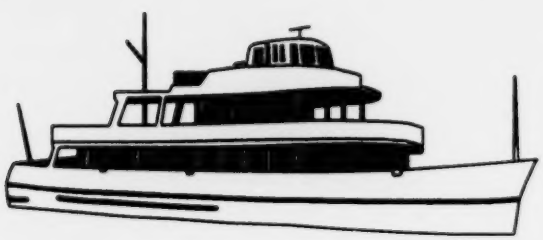
LET'S RELAX!!

⌘ Follow these exercises to relax before you make your presentation (practice or final).

STRETCH raise your arms gently over your head and gently reach higher with your left arm, then right, then left, etc. Now bend at the waist and gently sway your upper body from side to side. Slowly stand straight and gently shake your arms, becoming more vigorous as you go.

RELAX your shoulders and neck. Do the head roll – gently roll your head from the left to the right and back. Raise your shoulders and roll your shoulders in circular fashion.

BREATHE deeply and relax. Imagine yourself speaking in front of the group. See yourself relaxed as you speak; hear your voice sounding clear and calm and **b r e a t h e** deeply again.



Let's Relax!!

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VOICE RELAXATION

VOICE TUNE-UPS

SIGH — a deep sigh, letting your shoulders slump toward the floor

INHALE and EXHALE — deeply and slowly. Breathe in through your nose, filling your lungs and feeling that your lower abdomen is expanding. Exhale through mouth and as you do your abdomen should pull in.

Say "AH" — then a series of "ahs," each becoming more forceful than the last.

AH...AH...AH..AH...

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PREP FORMULA FOR IMPROMPTU SPEAKING

To encourage clear and organized thinking as an aid for clear speaking, use the **PREP** formula.

PREP

P..... Point

R..... Reason

E..... Example

P..... Point

I like the people I work with.	**Point**
Because they show concern for each other.	**Reason**
For example, when Joe was in the hospital, they all chipped in and bought him a fruit basket.	**Example**
Therefore, I really look forward to coming to work.	**Point**

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ANXIETY CHECK-UP

BEFORE your impromptu speech:

- Breathe deeply
- Relax your upper body
- Do "Voice tune-ups"
- Imagine yourself speaking with calm and ease

AFTER your impromptu speech:

How did you FEEL during it? _____

_____

Did you try to relax if you noticed nervousness (e.g. dry mouth, racing heart, sweaty palms, etc.) _____

_____

Did you let your fear of "messing up" take control? Were you able to stop the negative thinking and relax? _____

_____

What do you need to work on for the next time? _____

_____

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PRESENTATION SKILLS ◆ SESSION 5

OBJECTIVES:

In order to give an effective presentation, at the end of this session students will be able to do the following:

- transfer information onto notecards
- highlight key terms an phrases
- generate visuals as required
- review good and bad speaking habits
- use strategies to relieve stress
- practice PREP formula

TOPICS:

- using notecards
- highlighting key terms
- visual aids
- good/bad speaking habits
- stress relievers
- PREP formula and clichés

METHODS:

- individual writing
- group discussion

EVALUATION:

- instructor input into written work
- student evaluation of content and length of presentation
- evaluation of performance on tape

MATERIALS:

- notecards and highlighters
- worksheets and checklists
- videotapes

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TEACHER TIPS ◆ SESSION 5

Students will spend this session completing their presentation in essay form, and then transferring the information onto notecards.

- **Using Notes** – handout
  Explain the way the process has worked: getting a topic, doing research, writing and organizing (long); reducing to notecards (abbreviated). All the time, they are internalizing the subject matter and what they want to say about it. Also, give examples of good and bad notecards.

  Teacher should spend the bulk of classtime working *individually* with students so that by the end of the session their notecards are completed, students feel comfortable with what they have, and they are ready to start practicing in session #6.

- **Keeping Your Stress and Anxiety in Check** – handout of DO's and DON'Ts

- **Practice Makes Perfect** – handout
  Go through these in preparation for practice session #6.

- **PREP videos** – watch the students' tapes and elicit feedback.

- **More Practice with PREP** – handout and mini presentations.
  Students expand on the basic PREP formula using a narrative. Videotape.

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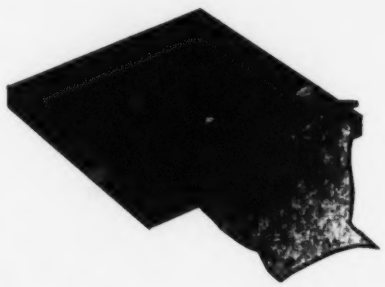
USING NOTES



- ◊ Notes should be on 4x6 cards.
- ◊ Organize your notes for the presentation
- ◊ Number each card in the upper right hand corner.
- ◊ Notes should be *brief* -- a few phrases, words, statistics.
- ◊ Be sure to leave space between the points on the card so that they are easy to read.
- ◊ Use colored markers or capital letters to set off major points
- ◊ Type or print your notes in large block letters so that they are easy to read.
- ◊ Do not staple your cards together! Use a clip to keep cards together unti; you need them for the presentation.
- ◊ If you drop your cards, do not panic! Remember that you have those handy numbers in the upper right hand corners.

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KEEPING YOUR STRESS AND ANXIETY IN CHECK

DO'S	DON'TS
Imagine yourself successfully speaking before a group -- keep that positive mental picture of yourself ! !	Let stage fright scare you away from doing your presentation of from enjoying your presentation.
Make eye contact with several individuals in your audience (friendly, warm response will help you to relax).	Avoid eye contact -- you'll lose your audience.
Breathe deeply to relax and take in plenty of oxygen. See "Voice Tune-Ups."	Tighten up your chest (from stress/nerves) and cut off your ability to breathe deeply
Remember that good speakers are not born with some special talent. It takes preparation and lots of practice to be good !	Tell yourself "I'm not good at making presentations."
Remember that good, experienced speakers get nervous too. They have also become good at overcoming/controlling it.	Assume that your nervousness means that you really can't handle this or that you are not really prepared (if you really are).
Remember that there are ups and downs in the planning/preparation/practice phases. Keep your spirits up and keep the "downs" in perspective.	Get discouraged if you aren't "perfect" and don't remember to follow all the tips !
Keep your focus on the message -- get into your subject !	Worry about what the audience might be thinking of your voice, clothes, grammar, etc.
Keep breathing deeply and relax yourself.	Forget to shut off images of yourself failing, blundering or engaging in negative self talk such as, "I can't do it; I'll never be any good."
Hold on to the positive image of yourself as a successful speaker !	
Congratulate yourself for all your effort	

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PRACTICE MAKES PERFECT ! !

⌘*Practice/rehearse your way to being relaxed and doing a great job!!*

Did you know that in a recent survey, from a list of 130 typical fears, the fear of "*public speaking*" was ranked in the top ten fears by 71% of the people who responded? ***You are not alone!!***

TAKE STOCK OF YOUR FEAR

- within your control – manage it
- out of your control – let it go

Keep your relaxation notes handy and use them!!

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MORE PRACTICE WITH PREP

Using the **PREP** formula, agree or disagree with one of the following clichés. For example:

I agree that all clouds have silver linings, because whenever I have a bad day, something happens to cheer me up. For example, last Monday on my way to work, my car had a flat tire. I was annoyed and worried about being late to work as I had an important meeting at 9:15. But just as I was wishing that I'd never got up that morning, a car pulled up beside me and the window rolled down. Imagine my surprise when the hunk I'd been watching all last week at the gym asked me, "Need a lift?" I jumped in, we took off, and not only was I not late for work, but I have a date for Saturday night. So, from a bad start, the week really turned out well for me.

Clichés

- Too many cooks spoil the soup.
- Nice guys finish last.
- A bird in the hand is worth two in the bush.
- Once bitten, twice shy.
- You only regret the things you don't do.
- A rolling stone gathers no moss.
- A penny saved is a penny earned

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PRESENTATION SKILLS ◆ SESSION 6

OBJECTIVES:

In order to be well prepared to give the final presentation, at the end of this session students will be able to do the following:

- perform stress-relievers on their own
- practice presentations with partners
- give constructive feedback
- negotiate presentation schedule

TOPICS:

- practicing presentations
- guidelines for giving constructive feedback
- preparing a schedule

METHODS:

- pair practice
- group discussion

EVALUATION:

- peer critique of practice presentation
- self-evaluation of completed checklists

MATERIALS:

- checklists

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TEACHER TIPS ◆ SESSION 6

Students will practice in pairs this session and give feedback to each other. This is an extremely useful exercise as it gives them the opportunity to test out what will work and what will fail. By this stage in the course, students all feel very comfortable with each other and give and take critical feedback.

- **Minding Your P's and Cues** – handout
  This handout reinforces the earlier aspects of planning and preparation, and it then moves on to the practicing and presenting.

- **Watching Yourself on Video** – handout
  Students will have been evaluating their performance on video throughout the course. This handout reminds them of what they need to keep control of and project for their presentation. It also helps them in the video evaluation in session #8.

- **Watch the Expanding on PREP videos** – get feedback.

- **Determine order of student presentations** – let the students decide in what order they will present. Make a list. We have found that it's important for students to know when they will be "on" to present. Let them negotiate, or have them draw for order.

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MINDING YOUR P'S AND CUES

Presentation Pointers

Part I: Preparation and Planning

Audience

- Know your audience
- Focus speech on "you," not "I"
- Use familiar terms and explain any unfamiliar ones
- Don't tell off-color jokes
- Don't ridicule or belittle your audience
- Assume the audience is on your side

Material

- Know your material well
- Use simple words and short sentences
- Use your own style and your own words
- Organize your material
- Use highlighted notecards

Yourself

- Convince yourself to relax
- Identify your fears and try to control them
- Accept some fears as being good
- Rest up so you are alert
- Image yourself as a good speaker!

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MINDING YOUR P'S AND CUES

Presentation Pointers

Part II: Practicing

- Practice in front of a mirror or "live" audience
- Control peculiar mannerisms
- Watch your pronunciation, voice projection and pace
- Rehearse with notecards so you learn key words
- Consider responses to tough questions or situations

Part III: Presenting

- Dress comfortably
- Don't wear distracting jewelry or inappropriate clothing
- Speak with assurance
- Show enthusiasm
- Make eye contact
- Don't just read notes – recall key words
- Don't do or say anything that you haven't planned
- Leave the stage confidently
- Be prepared for the unpredictable
- If something goes wrong, don't panic!
- Impress the audience with your knowledge
- Be yourself!

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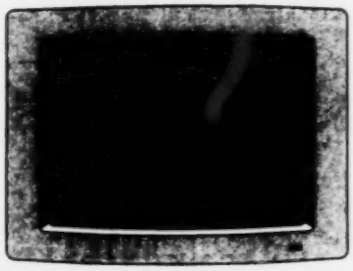
WATCHING YOURSELF ON VIDEO



When you watch yourself **on video**, look for these elements:

APPEARANCE

- **Posture:** Are you slumped? Are you too stiff? Do you command attention? Does the way you stand make you look nervous?
- **Gestures:** Look at the movements you make with your hands and head. Do they act as a distraction? Do they appear nervous or fidgety? Do they emphasize the points you are making?
- **Facial Expressions:** Alive or dead? Excited or bored? Confident or confused?
- **Eye Contact:** Are your eyes off your notes? Are you looking at individual members of the audience?
- **Movement of the Body:** Do your body movements distract or do they add meaning to your points?

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WATCHING YOURSELF ON VIDEO

VOICE

- **Enunciation:** Do you speak clearly or do you slur or mumble? Do you project your voice?
- **Speed and Pace:** Do you speak too fast or too slow to be understood clearly? Do you hurry through certain phrases? Do you use pauses for effect?
- **Tone:** Do you speak in a monotone or do you vary your pitch and expression? Do you convey interest, excitement, and enthusiasm in your voice?

CONTACT

- In general, are you connected to your audience? Have you noticed their feedback and got their support?

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PRESENTATION SKILLS ◆ SESSION 7

OBJECTIVES:

In order to give concise and cohesive presentations, at the end of this session students will be able to do the following:

- perform pre-presentation mental preparation and stress relievers
- give a clearly spoken presentation
- avoid presentation pitfalls
- be videotaped while giving a presentation

TOPICS:

- students' presentations

METHODS:

- individual presentations to the class
- videotaping

EVALUATION:

- successful completion of presentation and checklists

MATERIALS:

- individual presentation materials
- checklists for evaluation

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TEACHER TIPS ◆ SESSION 7

- **Stress and Anxiety relievers** – review.

- **Student Critique Sheet** – handout
  Students are given a sheet for every presenter. They do not need to put their names on them. Encourage students to add comments. Collect sheets at the end of class – they will be given back to students along with the instructor's critique in the final session.

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STUDENT CRITIQUE SHEET

Presentation Critique Sheet for _____

	Excellent	Very Good	Good	Little Value
PRESENTATION				
CONTENT				
PRESENTATION STYLE				
VISUAL AIDS				

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INSTRUCTOR'S CRITIQUE SHEET

Presenter: _____

CONTENT

Organization: _____

_____

Clarity: _____

_____

PRESENTATION STYLE

Voice: _____

_____

Gestures and Posture: _____

_____

Eye Contact and Interaction with Audience: _____

_____

OVERALL SUGGESTIONS FOR IMPROVEMENT: _____

_____

_____

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PRESENTATION SKILLS ◆ SESSION 8

OBJECTIVES:

In order to evaluate their performances, at the end of this session students will be able to do the following:

- evaluate their own and others' presentations
- compare their first performances to their final one

TOPICS:

- evaluating the presentations
- evaluating the course

METHODS:

- group evaluation
- group discussion

EVALUATION:

- group evaluation of presentations and of the course

MATERIALS:

- checklists
- videotapes

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TEACHER TIPS ◆ SESSION 8

This session is dedicated to students' evaluations of their presentations on videos as well as evaluation of the course.

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